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With all this censure, one must not omit to call attention to what there is of good in the book. The translated medieval documents have a certain indirect value. The spirited letters of Mrs. Smythe of Methven (I, ch. x), give a lively illustration of the disturbances occasioned by the Covenanters, and a striking picture of a courageous woman. The letters of the Earl of Mar in connection with the rising in 1715 (II, ch. XXI) are also of value. Some of the illustrations, too, are good, notably the reproductions of portraits and of coins and seals. Finally there is a full index, standing, perversely enough, at the end of the first volume.

GAILLARD THOMAS LAPSLEY.

Modern History: Europe from Charlemagne to the Present Time.

By WILLIS MASON WEST. (Boston: Allyn and Bacon. 1904. Pp. xii, 651.)

THIS text-book, written primarily for high-schools, is so constructed that it may be used in several kinds of courses. Though entitled a "Modern History", it really takes up the story of Europe in 800 A. D., where it was left by the author's well-known *Ancient History*; it is thus admirably fitted for use in the second year in those schools which are able to adopt the full four-year course recommended by the Committee of Seven. But inasmuch as many schools find it impossible to devote a whole year to Europe and another to England, Mr. West has woven in, here and there, the essentials of English history. And finally one feature in which it differs most markedly from the books of Robinson, Myers, Munro and Whitcomb, and Adams is the exceptionally full treatment given to the most recent history — as much space to the last hundred years as to the preceding thousand. This makes the book more satisfactory for schools which believe that "the high school course in history ought to put the student in touch with present movements in politics and society" (p. iv). It makes possible, for instance, an excellent account, well illustrated with maps, of the expansion of Europe into Asia and Africa. But perhaps all will not agree with Mr. West that "we can well afford to treat with brevity the more ephemeral phases of the Middle Ages, however quaint, if thereby can adequate space be won for the marvelous nineteenth century". Is there not danger of destroying the sense of proportion and of crowding unduly some of the great movements of the past? The German Reformation, for instance, is dismissed with a scant five pages, and there is no mention of Zwingli. Be it said, however, that the work of condensation, always difficult, has been done with unusual success by Mr. West. On every page one is surprised at the amount of information crowded in, while the relative importance of subjects is sharply indicated by the elaborate variations in type and the detailed analysis with numbers and letters. There are nearly forty maps, including not merely the obvious and ordinary ones, but many which visualize at a glance complicated or unsuspected relations; such, for instance, are the sketch-maps showing the Norse kingdom of Canute the

Great (p. 20), German expansion and colonization eastward, 800-1400 (p. 71), and the races of Austria-Hungary (p. 500). At the head of each chapter are two or three "theme sentences", or suggestive quotations, the truth of which the pupil will realize as he reads and ponders the chapter. Another good feature is the report topics suggested for collateral reading or essays; they are usually upon interesting subjects which text-books often incorporate, but which Mr. West has excluded in order to have more room for solid facts. There are also helpful suggestions to teachers for drill-work and reviews, and a good bibliography, though the names of some of the authors are misspelled.

With a good teacher, and an earnest, rather advanced pupil this is one of the best text-books that can be used. There is more in it and more can be gotten from it than is the case with the other books which cover the same field. But that it will interest the average pupil we are not certain; there is perhaps too much cut and dried classification, too much emphasis on political rather than social history, and too little to touch the imagination or to stimulate the pupil's independent thinking and reasoning concerning cause and effect. A hero is characterized by a few adjectives rather than by even a brief account of one of his deeds. To make the book completely successful, much illustrative and explanatory matter must be supplied by the teacher, for there are many pithy statements, which, standing alone as they do, are only half-truths, and liable to mislead a pupil. The minor errors, perhaps inevitable in the first edition of a text-book covering so wide a field, are easily corrected.

SIDNEY B. FAY.

Études sur le Règne de Hugues Capet et la Fin du X^e Siècle. Par FERDINAND LOT. [Fascicule 147 de la Bibliothèque de l'École des Hautes Études.] (Paris: Émile Bouillon. 1903. Pp. xl, 525.)

Fidèles ou Vassaux. Par FERDINAND LOT. (Paris: Émile Bouillon. 1904. Pp. xxxiv, 287.)

THE series of studies on the transition period in French history from the Carolingian to the Capetian house, planned by the late M. Arthur Giry and undertaken by his pupils in the École des Hautes Études, has received its latest and perhaps its last addition in the first of the above-named volumes. M. Lot is well known as the author of the earliest of the series, *Les Derniers Carolingiens* (1891), and also as the successor of M. Giry in his work of instruction in the École des Hautes Études. The present volume does not pretend to be a systematic history of the reign, or a biography of Hugh Capet, but it is, as its title declares, a series of studies on the period. There is a sketch of the events of the reign divided into two parts at the year 991, and there are especially detailed studies of the two important relations of the new royal power: to the papacy and the church, and to the great feudal barons.